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# ACCOUNTING EDUCATION AND STRENGTHENING OF THE PROFESSION: COMPARATIVE STUDY OF CURRICULA FOR ACCOUNTANTS AND AUDITORS IN AFRICA, ASIA, EUROPE, LATIN AMERICA AND NORTH AMERICA, INCLUDING PRE-QUALIFICATION AND CONTINUING EDUCATION PROGRAMMES IN PUBLIC AND PRIVATE INSTITUTIONS, AND EXAMINATION AND CERTIFICATION PROGRAMMES

## Regional review of accounting and auditing education and training in Asia and Latin America

## Report of the Secretary-General

SUMMARY

The present report summarizes the country responses, received from 12 Asian countries and 4 Latin American countries, to a questionnaire on the status of accounting education and training. The situation in Asia seems quite positive in that there is usually a formal certification process and most accountants are trained within their countries. The situation is quite different in Latin America where, in the countries studied, there is no certification process and there are serious deficiencies in the accounting education offered by universities.

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## INTRODUCTION

1. As part of the preparation for the eleventh session of the Intergovernmental Working Group of Experts on International Standards of Accounting and Reporting (ISAR), a questionnaire was designed and circulated to collect information on the state of accounting education and training at the national level. The objective of the survey was to determine the state or adequacy of accounting education world wide so that the Working Group could make recommendations for improvements in accounting education and for technical assistance projects to promote those improvements. The present report contains a summary of the 19 replies from Asia and the 4 replies from Latin America. The replies were not verified for their accuracy. Information will be corrected as necessary during the eleventh session of the Working Group and a revised version of the report published in International Accounting and Reporting Issues: 1993 Review.

2. Some details about the questionnaire and its circulation are necessary in order to properly understand and interpret the country replies. The questionnaire was circulated to all Governments by the Secretary-General through a note verbale. It was also sent to a number of leading academics in accounting, as well as to the heads of professional bodies. The questionnaire was divided into three parts:

I. Profile of education

II. Assessment of the role of accounting education

III. Future direction of accounting

3. The first part contained questions of fact, that is, questions covering the actual situation regarding the certification process, educational requirements and educational infrastructure. In the second and third parts, a series of questions were asked on the role and future direction of accounting education. They were therefore subjective in nature and could have more than one answer, depending on who replied. Consequently, it is advisable to keep in mind the subjective nature of those questions when reading the country replies. Lastly, it is important to state that the country replies in section II are just that - country replies - and not expressions of the opinion of the United Nations.

## I. GENERAL CONCLUSIONS BASED ON NATIONAL RESPONSES

4. Before each country's reply is described in detail, an analysis of the various groups of questions will be made in order to provide an overview of the situation.

### A. Asia

5. In a number of cases, certification is carried out by a government agency rather than by a professional body. In almost all cases, however, a written examination and practical experience are required. In only three countries were the majority of accountants trained abroad. In many countries academic accountants earn at least half of what is earned by accountants in the private sector but in Japan they earn more. The typical accounting programme stresses both business and accounting subjects but the case method is seldom used. The two most frequently mentioned deficiencies were lack of relevant training materials and large class-size. Despite these problems, the quality of accountants was not cited as a problem and the general opinion was that there was accountability in both the private and public sectors. However, the lack of independence of the profession was mentioned. These conclusions are reflected in tables 1-6.

### B. Latin America

6. While only four countries, Brazil, Chile, Peru and Panama, responded to the questionnaire, the information they presented was remarkably uniform. There is no formal certification process based on written examinations and practice experience in any of the countries. Accounting diplomas are given by all the major universities but most of the faculty are part time and poorly paid and do not have adequate curricula or training materials. This has had a negative impact on the quality of accountants (see tables 3, 5 and 6).

## II. NATIONAL RESPONSES

### A. Asia

#### 1. Australia

(a) Certification of accountants

7. The title of accountant is not registerable in Australia. This means that any person can in fact describe him- or herself as an accountant. However, the performing of certain tasks requires registration. Such registration is handled by the Department of Technical and Further Education (TAFE), the National Institute of Accountants (NIA), the Australian Society of Certified Practising Accountants (ASCPA), the Institute of Chartered Accountants in Australia (ICAA) and the Australian Securities Commission (ASC). Such registration is directly linked to formal education, membership in professional bodies and experience. Written examinations are required on a course-by-course basis and there is a three years experience requirement.

(b) Main providers of accounting education and their programmes

8. The main providers of accounting education are universities, TAFE, ASCPA and ICAA. Eighty per cent of the instructors are full time; 10 per cent have Doctor of Philosophy degrees (Ph.D.'s) and 2 per cent a professional accounting certification. Accounting instructors earn about half of what is earned by accountants in the private sector. Accounting subjects constitute 60 per cent of the courses in the typical accounting degree programme. The lecture method, the tutorial method and the case method are all used equally. Students pay $2,000 per annum and the Government finances the balance of their education costs.

(c) Main deficiencies in accounting education

9. The main deficiencies are inadequate government funding relative to other faculties, large class-size, lack of computers and inadequate curricula. Accounting education is highly technical and there is a desire to have more broad-based tertiary degrees. The enormous increase in the amount of technical knowledge required of professional accountants has tended to squeeze some important areas out of the current degree programmes. Accounting degree programmes are limited to three years duration because the Government refuses to pay for a fourth year. If there were a fourth year more broad-based subjects could be taught.

## 2. China

(a) Certification of accountants

10. The certification of accountants is carried out by the Ministry of Finance based on written examinations that are comprehensive in nature and cover accounting, auditing, financial management and economic law. Work experience of more than three years duration is also required.

(b) Main providers of accounting education and their programmes

11. Many universities and institutes provide accounting education, including Shanghai University of Finance and Economics, Tianjin Institute of Finance and Economics, Northeast University of Finance and Economics, the Central Institute of Finance and Economics, the Tiangxi Institute of Finance and Economics, the Central South University of Finance and Economics, the People's University of China and the Shanghai Lixin Accounting School. Ninety per cent of the instructors teach full time, about 15 per cent have Ph.D.'s and 20 per cent have professional accounting certifications. Accounting courses constitute about 35 per cent of the courses in the typical accounting degree programme. The lecture method is largely used. The Government provides a subsidy of 60 per cent.

(c) Main deficiencies in accounting education

12. The main deficiencies are the lack of trained faculty, and of computers, and large class-size. This results in a lack of independence in the accounting profession. The State Education Commission and Ministry of Finance are planning to change accounting education so that it can meet the needs of a market-oriented socialist economy.

## 3. Cyprus

(a) Certification of accountants

13. Certification as an independent auditor is awarded by the Institute of Certified Public Accountants of Cyprus.

(b) Main providers of accounting education and their programmes

14. A number of private colleges offer accounting diplomas. Half the instructors teach full time and 90 per cent have a professional accounting certification. They earn about 80 per cent of what is earned by accountants in the private sector. Accounting courses constitute about 60 per cent of the typical degree programme. The lecture method and the tutorial method are used. There is no government subsidy for accounting education.

(c) Main deficiencies in accounting education

15. The main deficiencies are the lack of physical facilities and computers, as well as of relevant training materials. Accounting education is not contributing to the development of an independent accounting profession.

## 4. Israel

(a) Certification of accountants

16. The Auditors Council (Ministry of Justice) licenses certified public accountants based on written examinations that are given on a course-by-course basis. There is a two years experience requirement.

(b) Main providers of accounting education and their programmes

17. The main providers of accounting education are Hebrew University (Jerusalem), Bar-Ilan University, Tel Aviv University, Tel Aviv Business College, Haifa University and Be'ér Sheva University. Half the instructors teach full time. All have Ph.D.'s and 20-30 per cent have a professional accounting certification. They earn about half of what is earned by an accountant in the private sector. Accounting courses constitute about half of the typical accounting degree programme. The lecture method is mainly used. Higher education is heavily subsidized by the Government (60-70 per cent of total operating expenditure).

(c) Main deficiencies in accounting education

18. Israel shares with other small countries the problem of its being uneconomic to publish small editions (in this case, in Hebrew) of international accounting literature. For any in-depth study, a sound command of English is required, and it is difficult for a Hebrew-speaking student to acquire such a skill.

## 5. Japan

(a) Certification of accountants

19. In Japan, the Ministry of Finance grants certification. It is based on two stages of written examinations that are comprehensive in nature and given by the Certified Public Accountant (CPA) Examination Committee of the Ministry of Finance. There is a three years experience requirement.

(b) Main providers of accounting education and their programmes

20. Numerous universities offer courses in accounting but there is no accounting degree programme. Eighty per cent of the instructors teach full time. Thirty per cent have Ph.D.'s and 10 per cent have professional accounting certifications. They earn more than accountants in the public and private sectors. Accounting courses constitute 30 per cent of a typical degree programme. The lecture method is used.

(c) Main deficiencies in accounting education

21. The main deficiencies are large class-size, the lack of relevant teaching materials, inadequate curricula and the lack of trained faculty. What is lacking in university education in Japan is training in solving problems by using the case method. It is felt that rather than concentration on offering courses that will produce accounting technicians, there should be more weight given to proper and effective use and interpretation of accounting and business information for planning and decision-making purposes.

## 6. Jordan

(a) Certification of accountants

22. The Jordanian Association of Certified Public Accountants and the Audit Profession Board award certification. It is based on a comprehensive written examination. There is a practical experience requirement. The Arab Society of Certified Accountants also provides certification.

(b) Main providers of accounting education and their programmes

23. The main providers of education are Jordan University, Yarmouk University, Mounta University and the Arab Society of Certified Accountants.

Ninety per cent of the instructors teach full time. Seventy per cent have Ph.D.'s and 10 per cent have professional accounting certifications. They earn less than half of what is earned by accountants in the private sector. Accounting courses constitute 40 per cent of the typical accounting degree programme. The lecture method predominates. The Government provides a subsidy of 60 per cent.

(c) Main deficiencies in accounting education

24. The main deficiencies are lack of trained faculty, of practical training materials and of computers, and large class-size. This has adversely affected the quality of accountants, the development of an independent profession and accountability in the public sector. In addition the law does not require a professional qualification for practising the accounting profession.

## 7. Republic of Korea

(a) Certification of accountants

25. Accountants are certified by the Ministry of Finance. Certification is based on a comprehensive written examination. There is an experience requirement.

(b) Main providers of accounting education and their programmes

26. Many universities are the main providers of education, along with the Accounting Training School of the Korean Institute of Certified Public Accountants. Eighty per cent of the instructors teach full time. Almost all have doctorates and 20 per cent have a professional accounting certification. Instructors earn about 60 per cent of what is earned by accountants in the private sector. Accounting courses constitute 40 per cent of the typical accounting degree programme. The lecture method predominates. There are no government subsidies.

(c) Main deficiencies in accounting education

27. The main deficiencies in accounting education are the lack of physical facilities and computers, of well-prepared students at entry level and of relevant training materials.

## 8. Malaysia

(a) Certification of accountants

28. Certification is given by the Malaysian Association of Certified Public Accountants and the Malaysian Institute of Accountants. To be an independent auditor a person must possess a professional qualification recognized in the

Malaysian Accountants Act and pass an interview conducted by the Treasury, Ministry of Finance. Certification is based on written examinations taken on a course-by-course basis. There is an experience requirement.

(b) Main providers of accounting education and their programmes

29. The main providers of accounting education are universities and institutes as well as the Malaysian Association of Certified Public Accountants. The lecture method is used.

(c) Main deficiencies in accounting education

30. The main deficiencies are the lack of trained faculty, large class-size, and lack of physical facilities and of adequate training material. There is an inadequate supply of accountants in Malaysia.

31. Malaysia is working towards achieving the rank of a developed nation by the year 2020. The Government, in its framework for growth, recognizes the importance of human resource development. It also recognizes that a high standard of accountancy training and education can assist in creating a productive and efficient workplace with the financial and managerial skills needed to build and sustain the economy.

## 9. Pakistan

(a) Certification of accountants

32. The Institute of Chartered Accountants awards certification based on a comprehensive written examination. There is also an experience requirement. The Institute of Cost and Management Accountants also awards certification but does not permit the recipient to carry out an audit.

(b) Main providers of accounting education and their programmes

33. The main providers of education are the major universities. All instructors work full time. They earn about 37 per cent of what is earned by the accountants in the private sector. Accounting courses constitute 75 per cent of the typical accounting programme. The lecture and tutorial methods are used equally. There are no government subsidies.

(c) Main deficiencies in accounting education

34. The main deficiencies are the lack of well-prepared students at entry level, of trained faculty and of practical training materials, and large class-size.

## 10. Singapore

### (a) Certification of accountants

35. Certification of accountants is conferred by the Public Accountants Board. The recognition is accorded to Bacherlor of Accounting (B.Acc.) graduates of the School of Accountancy and Business at Nanyang Technological University. There is an experience requirement.

### (b) Main providers of accounting education and their programmes

36. The main providers are Nanyang Technological University. Eighty-five per cent of the instructors teach full time, 42 per cent have doctorates and 35 per cent have professional accounting certifications. They earn about 90 per cent of what is earned by accountants in the private sector. The Government finances 80 per cent of the education. Accounting courses constitute 32 per cent of the typical accounting degree programme. The lecture and the tutorial method are used.

### (c) Main deficiencies in accounting education

37. The main deficiencies are the lack of physical facilities, large class-size and the lack of appropriate textbooks.

## 11. Thailand

### (a) Certification of accountants

38. Certification is carried out by the Board of Supervision of Auditing Practice, Ministry of Commerce. It is based on a comprehensive written examination. There is a practice requirement.

### (b) Main providers of accounting education and their programmes

39. A number of universities provide accounting education. Eighty per cent of their instructors teach full time. About 1 per cent have Ph.D.'s in accounting and 10 per cent have a professional accounting certification. Instructors earn 15 per cent of what is earned by accountants in the private sector. Accounting courses constitute half of the typical accounting degree programme. The lecture method predominates. There are no government subsidies.

### (c) Main deficiencies in accounting education

40. The main deficiencies are the lack of appropriate training materials and textbooks, of trained faculty and of appropriate curricula. Class-size is also too large. This leads to an inadequate number of accountants, and the lack of an independent profession and of accountability in the public and private sectors.

### 12. Tonga

(a) Certification of accountants

41. Certification is awarded by the Tonga Society of Accountants and no special right is conferred by the Government. There is no examination or practice requirement. The Tonga Society of Accountants is still in its infancy. Members comprise a few nationals plus expatriates who acquired their qualifications abroad.

(b) Main providers of accounting education and their programmes

42. The Ministry of Education, the main provider of accounting education, has introduced a certificate course in accounting studies. Recently, it introduced a diploma course. The main aim is to cater for the accounting technician needs of the country.

## B. Latin America

### 1. Brazil

(a) Certification of accountants

43. The Regional Accounting Boards award professional practice licences. No examination is given by the Regional Boards. Accounting diplomas are given by the accounting faculties of Brazilian universities.

(b) Main providers of accounting education and their programmes

44. The main providers of accounting education are the universities of São Paulo, Minas Gerais, Rio de Janeiro, Rio Grande do Sul, Fortaleza, Brasília and Bahia as well as the Faculty of Economic Science of São Paulo and the Catholic universities at São Paulo and Minas Gerais. About 25 per cent of the staff teaches full time. Eight per cent have doctorates and 90 per cent have a professional accounting certification. They earn 58 per cent of what is earned by accountants in the private sector. Accounting courses constitute 45 per cent of the degree programme. The lecture method predominates. Fifteen per cent of the education is financed by the Government.

(c) Main deficiencies in accounting education

45. The main deficiencies are the lack of well-prepared entry-level students, of trained professors, of computers and of appropriate curricula. This affects adversely the quality of accountants and the independence of the profession.

## 2. Chile

### (a) Certification of accountants

46. There is no certification process in Chile. Accounting diplomas are given by the universities and professional institutes, and the market discriminates according to an accountant's knowledge and capacity.

### (b) Main providers of accounting education and their programmes

47. The main providers of accounting education are the universities at Santiago, Valparaíso (Catolica), del Norte, Austral and Diego Portales, and the School of Accountants and Auditors of Santiago. Twenty per cent of the instructors teach full time. None have doctorates or professional accounting certifications. They earn 46 per cent of what is earned by accountants in the private sector. Accounting courses constitute half of the degree programme. The lecture method predominates. There are no government subsidies for accounting education.

### (c) Main deficiencies in accounting education

48. The main deficiencies are the lack of trained faculty, of appropriate curricula and of training materials. Class-size is also very large. A system of professional accreditation would help the community to better appreciate the profession.

## 3. Peru

### (a) Certification of accountants

49. According to information received, the universities confer the designation of accountant based on both general and specific examinations. There is also a practical experience requirement.

### (b) Main providers of accounting education and their programmes

50. The main providers of accounting education are the following universities: Lima, El Pacifico, Catolica, Mayor de San Marcos, Ricardo Palma, Federico Villarreal and Inca Garcilazo de la Vega, Nacional de Trujillo, Nacional San Agustin and Tecnica del Callao. Thirty per cent of the instructors teach full time. About 10 per cent have doctorates and 90 per cent have professional accounting certifications. Instructors earn about 7,5 per cent of what is earned by accountants in the private sector. The lecture method is used. The Government provides a subsidy of 50 per cent.

### (c) Main deficiencies in accounting education

51. The main deficiencies are the lack of appropriate curricula and of physical facilities, and large class-size.

## 4. Panama

### (a) Certification of accountants

52. An accounting licence is awarded by the Ministry of Commerce and Industry with the help of the Technical Accounting Committee. It is restricted to citizens. No examinations are given.

### (b) Main providers of accounting education and their programmes

53. The main providers of accounting education are the following universities: Panama, Santa Maria la Antigua, del Istmo, Latinoamericano de Ciencias y Tecnología and Latina de Costa Rica. Thirty per cent of the instructors teach full time. All have a professional accounting certification. They earn 60 per cent of what is earned by accountants in the private sector. Accounting courses constitute 35 per cent of the degree programme. The lecture method is used exclusively. The majority of accounting students are enrolled at the University of Panama, which has a 90 per cent subsidy.

### (c) Main deficiencies in accounting education

54. The main deficiencies are the lack of well-prepared students, of appropriate training materials and textbooks, and of trained faculty and appropriate curricula. This has adversely affected the quality of accountants and led to a lack of accountability in the public sector.

Table 1. Certification of accountants

| Country | Certifying body | Joint certification | Basis for certification: Written exam Yes | Written exam No | Course-by-course examinations Yes | Course-by-course examinations No | Work experience Yes | Work experience No |
|---|---|---|---|---|---|---|---|---|
| Australia | Department of Technical and Further Information<br>National Institute of Accountants<br>Australian Society of Certified Practising Accountants<br>Institute of Chartered Accountants<br>Australian Securities Commission | No | X | | X | | X | |
| China | Ministry of Finance | No | X | | X | | X | |
| Cyprus | Institute of Certified Public Accountants | No | | X | a/ | a/ | a/ | a/ |
| Israel | Auditors Council | No | X | | X | | X | |
| Japan | Ministry of Finance | No | X | | | X | X | |
| Jordan | Association of Certified Public Accountants | No | X | | | X | X | |
| | Arab Society of Certified Accountants | a/ | X | | | X | X | |
| | Audit Profession Board | | X | | | | | |
| Korea, Republic of | Ministry of Finance | No | X | | | X | X | |
| Malaysia | Malaysia Association of Certified Public Accountants<br>Malaysia Institute of Accountants<br>Association of Certified Public Accountants<br>Ministry of Finance | No | X | | X | | X | |
| Pakistan | Institute of Chartered Accountants | No | X | | | X | X | |
| Singapore | Public Accountants Board | No | X | | X | | X | |
| Thailand | Board of Supervision of Auditing Practice | No | X | | | X | X | |

a/ Data unavailable.

Table 2. Main education providers and their programmes, and proportion of accountants trained abroad

| Country | Main institutions | Type of instruction | | Government subsidization (percentage) | Proportion of accountants trained abroad (percentage) |
|---|---|---|---|---|---|
| | | Classroom | Correspondence | | |
| Australia | Department of Technical and Further Education, Australian Society of Certified Practising Accountants Institute of Chartered Accountants in Australia | X | X | a/ | 5-10 |
| China | Universities and institututes, Shanghai University of Finance and Economics; Tianjin Institute of Finance and Economics; Central Institute of Finance and Economics; Tiangxi Institute of Finance and Economics; Central South University of Finance and Economics; People's University of China; and Shanghai Lixing Accounting School; Beijing Lixing Accounting School; and Zhanghun Accounting Correspondence School | X | | 60 | 1.5 |
| Cyprus | Private colleges | X | | 0 | 90 |
| Israel | Universities: Hebrew, Bar-Ilan, Tel Aviv, Haifa and Be'er Sheva | X | | 60-70 | 10 |
| Japan | Universities: Hitotsubashi Kobe, Waseda Keio, Chuo Meiji, Tokyo Kansai, Kwansei-Gakuin, Nagoya | X | | 0 | 5 |
| Jordan | Universities: Jordan, Yarmouk and Mounta, and Arab Society of Certified Accountants | X | | 60 | 10 |
| Korea, Republic of | Universities: Seoul National Yeon Se Korea, Han Yang Sung Gyan Geon, Chung Ang, Pusan, Gyung Wee, Dong Kook, Chung Nam | X | | 0 | 5 |
| Malaysia | Association of Certified Public Accountants; Universities: Malaysia National Agricultural Northern, Mara Institute of Technology, Institute of Cooperative Auditors, Ungku Omar, Tuanku Abdul Rahman College | X | | b/ | 77 |
| Pakistan | Universities: Punjab, Karachi, Sindh, Peshawar, Baluchistan, Comal, Bahauddin Zikriya, Allama Iqbal Open, Quaid-E-Azam, Azad Kashmir | X | | 0 | 10 |

Table 2 (continued)

| Country | Main institutions | Type of instruction: Classroom | Type of instruction: Correspondence | Government subsidization (percentage) | Proportion of accountants trained abroad (percentage) |
|---|---|---|---|---|---|
| Singapore | Nanyang Technical University, Singapore Polytechnic; Nee Aun Polytechnic, Temaseh Polytechnic | X | | 80 | 10 |
| Thailand | Universities: Chulalong-korn, Thammasat, Ramkumheng, Kasetsart, Songklanaka-rin, Konkaen, Chiangmai, Bangkok, Thurakitbundit, and Assumption Business Administration College | X | | 0 | 0 |
| Tonga | Ministry of Education | c/ | c/ | c/ | 100 |
| Brazil | Universities: Sao Paulo, Minas Gerais, Rio de Janeiro, Rio Grande do Sul, Forteleza, Brasilia, Bahia; Catolica in Sao Paulo and in Minas Gerais; Faculty of Economic Science in Sao Paulo | X | | 15 | - |
| Chile | Universities: Chile, Catolica en Valparaiso, del Norte, Austral, Diego Portales, School of Accountants and Auditors of Santiago | X | | 0 | 0 |
| Panama | University of Panama | X | | 90 | 0 |
| Peru | Universities: Lima, El Pacifico, Catolica, San Marcos, Ricardo Palma, Federico Villareal, Inca Garcelazo de la Vega, Nacional San Agustin, Tecnica del Callao | X | | 50 | 10 |

a/ Students pay $2,000 per annum towards education costs, the Government then financing the balance.

b/ Subsidies for university students, not for those undertaking professional courses.

c/ Data unavailable.

Table 3. Teaching faculty: qualifications and remuneration (percentage)

| Country | Instructors | | | | Salaries as proportion of those in private sector (business) | |
|---|---|---|---|---|---|---|
| | Full-time | Part-time | Ph.D. | Full certification | Teaching | Public sector (Government) |
| Australia | 80 | 20 | 10 | 2 | 50 | a/ |
| China | 90 | 10 | 15 | 20 | a/ | a/ |
| Cyprus | 50 | 50 | 10 | 90 | 82 | 92 |
| Israel | 50 | 50 | 100 | 20-30 | 53 | a/ |
| Japan | 80 | 20 | 30 | 10 | 110 | 82 |
| Jordan | 90 | 10 | 70 | 10 | 40 | 75 |
| Korea, Republic of | 80 | 20 | 99 | 20 | 60 | a/ |
| Malaysia | 80 | 15 | 10 | 0 | 57 | 25 |
| Pakistan | 100 | 0 | a/ | a/ | 37 | a/ |
| Singapore | 85 | 15 | 42 | 35 | 90 | a/ |
| Thailand | 80 | 20 | 1 | 10 | 15 | 15 |
| Brazil | 25 | 75 | 8 | 90 | 58 | 40 |
| Chile | 20 | 80 | 0 | 0 | 46 | 42 |
| Panama | 30 | 70 | 0 | 100 | 60 | 50 |
| Peru | 30 | 70 | 10 | 90 | 75 | 50 |

a/ Data unavailable.

Table 4. Content of accounting education

| County | Percentage share of each component in accounting degree programme | | | Types of accounting courses | | | Percentage contribution of each teaching method | | |
|---|---|---|---|---|---|---|---|---|---|
| | Liberal arts | Business and management | Accounting | Financial | Cost | Auditing | Lecture | Tutorial | Case |
| Australia | 10 | 30 | 60 | X | X | X | a/ | a/ | a/ |
| China | 20 | 45 | 35 | X | X | X | 80 | 10 | 10 |
| Cyprus | 10 | 30 | 60 | X | X | X | 80 | 20 | 0 |
| Israel | 5 | 45 | 50 | X | X | X | 80 | 10 | 10 |
| Japan | 30 | 40 | 30 | X | X | X | 85 | 10 | 5 |
| Jordan | 20 | 40 | 40 | X | X | X | 70 | 25 | 5 |
| Korea, Republic of | 20 | 40 | 40 | X | X | X | 90 | 0 | 10 |
| Malaysia | 23 | 35 | 42 | X | X | X | a/ | a/ | a/ |
| Pakistan | 0 | 25 | 75 | X | X | X | 50 | 50 | 0 |
| Singapore | 8 | 60 | 32 | X | X | X | 40 | 40 | 20 |
| Thailand | 15 | 35 | 50 | X | X | X | 60 | 10 | 30 |
| Brazil | 20 | 35 | 45 | X | X | X | 80 | 15 | 5 |
| Chile | 10 | 40 | 50 | X | X | X | 80 | 15 | 5 |
| Panama | 24 | 41 | 35 | X | X | X | 100 | 0 | 0 |
| Peru | 20 | 20 | 60 | X | X | X | 50 | 20 | 30 |

a/ Equal usage of all three methods.

Table 5. Main deficiencies in accounting education programmes

| Problem | Number of times problem was mentioned in | |
|---|---|---|
| | Asia | Latin America |
| Lack of preparation of students at entry level | 3 | 3 |
| Lack of trained faculty | 8 | 2 |
| Inappropriate curricula | 3 | 3 |
| Inappropriate textbooks | | 2 |
| Lack of relevant teaching materials | 9 | a/ |
| Lack of physical facilities | 7 | 2 |
| Lack of computers | 7 | 1 |
| Large class-size | 9 | 3 |
| Lack of government funding | 2 | a/ |
| Language difficulties | 1 | a/ |
| No legal requirement for certification | 1 | a/ |

a/ Data not provided.

Table 6. Contribution of accountants to national development

| Country | Quality accountants | | Number of accountants | | Accountability | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Private sector | | Public sector | |
| | Adequate | Inadequate | Adequate | Inadequate | Adequate | Inadequate | Adequate | Inadequate |
| Australia | X | | X | | X | | X | |
| China | X | | X | | X | | X | |
| Cyprus | X | | X | | X | | X | |
| Israel | X | | X | | X | | X | |
| Japan | X | | X | | X | | X | |
| Jordan | X | | X | | X | | X | |
| Korea, Republic of | X | | X | | X | | X | |
| Malaysia | X | | | X | X | | X | |
| Pakistan | X | | X | | X | | X | |
| Singapore | X | | X | | X | | X | |
| Thailand | X | | | X | | X | | X |
| Tonga | X | | X | | a/ | a/ | a/ | a/ |
| Brazil | | X | X | | X | | X | |
| Chile | X | | X | | X | | X | |
| Panama | | X | X | | X | | | X |
| Peru | | X | X | | X | | X | |

a/ Data unavailable.

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